

This English course is designed to support Shrewsbury High School's "Mission Statement" and targets the following specific student expectations by providing opportunities for students to:

- Fulfill individual academic potential. (#1)
- Develop and apply critical and creative thinking skills. (#2)
- Develop competency in the use of information and technology. (#5)
- Formulate and express opinions supported by facts and data in effective presentations. (#6)
- Demonstrate effective reading, speaking, writing, and listening skills. (#7)
- Participate in collaborative and cooperative learning. (#8)
- Demonstrate self-discipline and personal responsibility for learning. (#9)

Title: English 12 Advanced Placement Literature and Composition

Course Description:

The Advanced Placement English course is designed for the student who has excelled in English and wants to do advanced work that will prepare him to take the AP English Literature exam. **The AP course requires extensive reading and writing as well as a commitment to take the AP exam when it is offered in May.**

As described in The College Board's AP Program booklet, the AP English course in Literature and Composition will engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

This course will include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit such as those listed below in the course outline. Reading in this AP course will be both wide and deep. Students will read from several genres and periods—from the sixteenth to the twentieth century. Students will read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation.

Writing assignments will focus on the critical analysis of literature and will include expository, analytical, and argumentative essays. Although critical analysis will make up the bulk of student writing for the course, well-constructed creative writing assignments will be assigned to help students see from the inside how literature is written. Such experiences will sharpen their understanding of what writers have accomplished and deepen their appreciation

of literary artistry. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.

Summer Reading:

Students are required to read and annotate two books over the summer: Irving's A Prayer for Owen Meany and Allain-Fournier's The Wanderer. Focus will be on the analysis and appreciation of these works, including precritical impressions and emotional responses. Discussion and testing will evaluate the understanding of styles, themes, perspectives, and content of the assigned works. Groundwork is laid for a study of the individual confronting the world about him/her and how he/she reacts to boundaries imposed by society. Many of the works studied during the year will focus on an individual's search for identity and self.

Expectations:

1. Students will become skilled readers in prose and poetry written in a variety of periods, disciplines, and contexts.
2. Students will receive the practice and helpful criticism necessary to make them flexible writers who can compose in a variety of modes and for a variety of purposes.
3. Through close reading exercises students will develop an awareness of the different stylistic effects created by different syntactical choices and by different levels of diction.
4. Students will practice writing, speaking, listening, and thinking skills to achieve these ends.
5. Students will demonstrate research skills in completing an independent literary research paper.
6. Students will receive specific preparation for the AP Exam.

Plagiarism:

A major concern of all departments at SHS which require research and written reports is student plagiarism. The English Department will be stressing the recognition and avoidance of plagiarism. The three major forms of plagiarism are as follow.

1. Word-for-word plagiarism. This includes (a) the submission of another student's work as one's own; (b) the submission of a paper prepared by a commercial outfit; (c) the submission of work from any source that is not properly documented; (d) the submission of any part of another's work without proper use of quotation marks.
2. Patch-work quilt plagiarism. The putting together of a paper using isolated phrases and sentences from a source without properly quoting and crediting the source.
3. Unacknowledged paraphrase. Restatement by means of paraphrase without crediting the source.

Course Outline:

Quarter 1:

Major works: Beowulf (Seamus Heaney, editor)
Gardner's Grendel

Poetry: Chaucer, from The Canterbury Tales
Sonnets by Spenser, Sidney, and Shakespeare
Metaphysical poems by Donne and Herbert

Quarter 2:

Major works: Dostoevsky's Crime and Punishment
Bronte's Jane Eyre (re-read over holiday break)
Rhys's Wide Sargasso Sea

Poetry: Milton's "On His Blindness" and "Lycidas"
Gray's "Elegy Written in a Country Churchyard"
Blake's "A Poison Tree" and "The Tiger"

Quarter 3:

Major works: Shakespeare's Hamlet
Beckett's Waiting for Godot

Poetry: Wordsworth's "The Lucy Poems" and "Sonnets"
Byron, Shelley, and Keats, various poems
Tennyson, Browning, Arnold, Hardy, various poems

Quarter 4:

Major works: Hurston's Their Eyes Were Watching God
Chopin's The Awakening

Poetry: The Twentieth Century: various poems by Yeats, Eliot,
Atwood, Bishop, Heaney, Kumin, and Rich

Assessment:

Students will be judged on their ability to answer comprehension questions on assigned readings, to write critical essays in response to prompts, to write analytical responses to readings, to make oral presentations, to understand the historical background that influenced the writings studied, to identify specific literary periods and the hallmarks of these periods, and to participate and contribute positively in class discussions.

Grading:

Ordinarily grades will be determined according to the following approximate guidelines: tests and quizzes (25%); writing (40%); class participation (15%); and homework (15%). Percentages may vary from quarter to quarter, with semester exams counting 20% of the semester grade. Homework is an integral part of the English curriculum and must be completed on time in to receive credit and meet department standards.

Texts:

Adventures in English Literature (anthology)
MLA Handbook for Writers of Research Papers
Major works listed above in course outline